



Maple Primary School Feedback and Assessment Policy

1. Purpose and Guiding Principles

This policy outlines the principles and approaches to assessment used at Maple Primary School. Feedback and assessment practices aim to provide meaningful information to enhance teaching and learning.

The following principles guide feedback and assessment at our school:

- Feedback is integral to assessment and aims to enhance learning by offering guidance for improvement.
- Quality feedback allows learners to identify difficulties, mistakes, and accept guidance.
- Feedback is given positively when possible, to support self-esteem and confidence.
- Written feedback informs planning, evaluates learning, and keeps children and parents informed.
- Oral feedback is constructive, focuses on objectives and success criteria, and models language for self/peer feedback.
- Self and peer assessment encourages independent learning and taking responsibility.
- Written feedback should be legible, relatable, and prompt response/follow up for maximum impact.
- Time must be allocated for pupils to review, correct, and respond to feedback.
- Feedback and assessment outcomes inform planning, allowing flexible adaptations to meet all learners' needs.
- Formal assessments evaluate progress, guide teaching, and inform reporting and next steps.

2. Policy Statement

2.1 Feedback and assessments at our school aim to be:

Meaningful – Feedback and assessments should provide useful information about student learning and progress towards desired goals. Assessments are designed to measure understanding and application of key concepts.

Manageable - Feedback and assessments are thoughtfully coordinated across subjects and key stage.

Motivational – Feedback should encourage continued learning and growth. Children are given opportunities to demonstrate improvement over time.

Consistent with Key Stage and Subject - Age-appropriate, subject-specific feedback and assessments are used.

3. Feedback

A clear Learning Objective will be set for all lessons. Student work will be marked using a green pen. Teachers will tick the learning objective to indicate the level achieved in the lesson as indicated below:

- Double tick - Working at greater depth
- Single tick - Working at expected level
- Circle - Working towards expected level

Where appropriate, teachers will additionally indicate:

- S - If work was completed with support
- I - If work was completed independently

3.1 Maths Feedback

- Calculations will be marked daily through teacher, peer, self and verbal feedback.
- Students will traffic light their understanding at the end of each lesson.
- All work not marked by the teacher will be validated and checked by the teacher.
- All learning objectives will be marked by the teacher using ticks or circles.
- Comments on presentation, methodology, quantity, quality, questions, corrections etc. will be provided at least twice weekly.
- Students will respond to comments and make corrections in purple pen/pencil.

3.2 English Feedback

- English will be assessed daily through teacher, peer, and self-marking.
- All learning objectives will be marked by teachers using ticks or circles.
- Verbal or written feedback will be provided at least twice weekly on vocabulary, punctuation, presentation, structure, quantity, quality, and success criteria.
- Extended writing will have success criteria glued in at the start (except Year 6).
- Students will edit/improve work in purple pen with guidance.

3.3 Science and Foundation Subjects Feedback

- Science, history and geography learning objectives will be marked by teachers as indicated above.
- Teacher will assess and provide a comment/question at least twice every half term.
- Students will respond to comments and edit work in purple pen, allowing time to follow up.

4. Formal Assessment Overview

Children at Maple Primary School are assessed both summatively and formatively within the Age Related Expectations (ARE) for their year group. These assessments ensure high quality classroom practice throughout the academic year and will inform the annual written reports.

Reading Assessment

Each term, children in Years 2-5 take a reading comprehension assessment.

Writing Assessment

Teacher assessments of children's writing are conducted termly.

Maths Assessment

All children in Year 1-5 take a maths arithmetic and reasoning assessment.

Foundation Subjects

End of unit teacher assessments will be conducted for PE, art, D&T, Music, RE, History, Geography and French as per scheme.

DfE Statutory Assessments

Reception Baseline Assessment

Within the first 6 weeks of joining the Reception class, children take the Reception Baseline Assessment (RBA). The RBA became statutory in schools in September 2021. It is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics The RBA is a short, task-based assessment.

It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of children starting reception. No numerical score is shared and the data will only be used at the end of Year 6 to form the school-level progress measure.

Phonics Screening Check

Year 1 take the Phonics Screening Check in the Summer Term.

End of Key Stage 1

The 2022/23 year was the final year of statutory KS1 assessment for Year 2. This academic year there will be no KS1 data collection.

Multiplication Tables Check

Year 4 take the Multiplication Tables Check in the Summer term.

End of Key Stage 2

Year 6 take the National end of Key Stage 2 tests in the Summer Term

5. Reporting and Feedback to Parents

Parent Consultations

Parent consultations are held in October and February giving parents opportunity to discuss their children's progress, feedback and assessments, and see their children's books.

Annual School Reports

Annual School reports are sent home in the July of each year. Along with a General Comment, children are assessed to be Working Towards age related expectations, Working At age related expectations or Working age related expectations across the curriculum.

SEN Support and EHCP Review meetings

Parents of children with a SEN support plan or EHCP Plan meet termly during the year to discuss progress and feedback. It may be that some parents are invited into school for further meetings/ discussions particularly if outside agencies are involved.

Assessment results

Parents are informed of their child's results from any statutory formal assessments – EYFS, Year 1 Phonics and End of KS2 assessments.

7. Review









This policy is reviewed annually.

Policy date December 2023

[Details on reporting procedures e.g. consultations, reports, meetings]








Key stage 1

LO - double tick, tick or circled.
3 spelling corrections maximum

 Capital Letter	 Full Stop	 Finger Space	 Punctuation missing
 Spelling (give correction)	 Presentation/ Handwriting	 Word missing	 Verbal feedback

Key stage 2

LO - double tick, tick or circled.
3 spelling corrections maximum

 Tense needs editing	 Vocabulary needs editing	 New paragraph	 Punctuation needs editing
 Spelling (give correction)	 Be careful Presentation/ Handwriting	 A Word is missing	 Verbal feedback